***GRASPS Frame***

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| ***G***  Real-World **Goal** | The goal of this unit on migration through America is to allow students to gain an understanding of migration and the many varied reasons for it. By studying migration in history; students will hopefully make connections between the reasons for migration in the past and how they are different or similar to reasons for migrations today. Students will gain a greater understanding of the time and effort as well as the resources needed in order to successfully migrate and adapt and overcome to challenges as they occur. |
| ***R***  A meaningful **role** for the student | Students will assume the role of museum historians tasked with opening a new exhibit based on the migration of a group of people within America. In addition to the exhibit, the museum historians will need to generate a pamphlet for use by visitors explaining some of the key points of the people in question and their migration. |
| ***A***  Authentic real-world (or simulated) **audience** | The students will focus their exhibit on what would be of interest to a museum visitor and attempt to present multiple perspectives on the migration the students have selected. |
| ***S***  A contextualized **situation** that involves real-world application(s) | Students will select a group of their choice and search out and analyze primary sources that give an indication of why they migrated, problems they might have faced, how they migrated, where they migrated, and the impact, if any, of their migration. This will allow students to have greater interest in researching by giving them greater control over what they research |
| ***P***  Student-generated culminating **products** and **performances** | Students will produce a presentation of their choice; this could be PowerPoint, Prezi, video documentary, diary, newspaper, or other. Students will need to have their presentation approved by the teacher in order to allow for rubric to be produced delineating standards. Project will be presented to the class and displayed on line. |
| ***S***  Consensus-driven performance **standards** for judging success | Students will have input on rubric standards and what will be assessed. Rubric should contain at least: group participation, presentation, content, and use of primary sources. Presentation will be peer reviewed and students will submit a self-critique of their presentation upon completion of the project. |